

2024 Annual Report to the School Community

School Name: Skye Primary School (1222)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 March 2025 at 03:39 PM by Timothy Bernau (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 19 March 2025 at 10:59 AM by Timothy Bernau (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Skye Primary School is located in the City of Frankston in Melbourne's south-eastern suburbs, approximately 38 kilometers from the Melbourne CBD. Established in 1873, the school originally served a rural market garden community. Today, it enjoys a unique blend of suburban and rural surroundings, creating a distinctive and welcoming environment.

The school has undergone significant capital works, including the recent opening of a state-of-the-art basketball stadium featuring a music room, stage, and commercial kitchen. Additional refurbishments include a new Administration building, a modern Library, and the transformation of the old library space into a STEAM (Science, Technology, Engineering, Arts, and Mathematics) center. The extensive school grounds feature a football oval, soccer pitch, two basketball/netball courts, and three separate playgrounds, including the dedicated 'Prep Backyard.' The campus comprises five main buildings and four portable classrooms, offering a mix of traditional and flexible learning spaces.

In 2024, Skye Primary School had an enrolment of 493 students from Prep to Year 6, with a Student Family Occupation Education (SFOE) index of 0.4200, placing it in the 'medium' socio-educational band. The staffing profile includes a Principal, two Assistant Principals, a Disability and Inclusion Coordinator, and three Learning Specialists. The teaching team consists of 33.5 teachers (including Principal Class) and 13.2 Education Support (ES) staff, including three office administration staff and a qualified school nurse. The school operated 23 grades, including 21 single-age classes and two composite classes (Years 3/4 and 5/6). Specialist programs offered include Visual Arts, Physical Education, Music, STEAM, Japanese (LOTE), and Kitchen Garden.

All classrooms are equipped with Interactive TVs, and the school maintains a 1:2 student-to-device ratio. iPads are provided for students in Prep to Year 2, while laptops are available for students in Years 2 to 6. This modern infrastructure supports the school's commitment to providing a high-quality, technology-enhanced learning environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Skye Primary School made significant strides in enhancing teaching and learning practices, with a strong focus on data use, formative assessment, and professional collaboration.

A medium-cycle formative assessment protocol, developed by the Learning Specialist, was introduced in Semester 2. This protocol supported the development of assessment rubrics, the analysis of student evidence, and the use of checklists to track growth. While progress was evident, embedding this process into collaborative practice remains a key focus for future improvement. Staff demonstrated significant improvement in their understanding and use of

assessment tools such as PAT and DIBELS, enabling more effective progress monitoring and targeted interventions.

Professional Learning Communities (PLCs) played a pivotal role in fostering collaboration and improving teaching practices. The quality of PLC cycles improved significantly, with high levels of staff engagement and measurable impacts on student learning. Pulse-check surveys conducted at the conclusion of Cycle 1 and Cycle 2 assessed areas such as professional learning, curriculum and assessment, collaboration, data use, and student impact. These areas received an average staff rating of at least 4 out of 5, reflecting the positive outcomes of the school's PLC initiatives.

The use of diagnostic assessments during PLC cycles enabled teachers to identify and address critical conceptual gaps in student understanding. This approach highlighted the value of targeted diagnostics in addressing common misunderstandings and improving student outcomes.

The whole-school Maths Scope and Sequence was refined to enhance usability and consistency. Embedded links to constructed units of learning provided staff with greater guidance and support in planning cohesive and effective lessons. This refinement ensured a more unified approach to mathematics instruction across all year levels.

Staff capacity to design learning sequences aligned with the Maths 2.0 curriculum and developmental milestones grew significantly throughout the year. The introduction of the Daily Review strategy in Years 2 and 4, later expanded to Years 3 and 6, was met with enthusiasm by staff, who were supported with resources to implement this approach effectively. The Targeted Learning Initiative (TLI) also demonstrated a significant impact, with nearly all participating students achieving medium to high growth.

Wellbeing

In 2024, Skye Primary School continued to prioritise student wellbeing, implementing a range of initiatives to support the mental health, emotional regulation, and overall wellbeing of all students.

A full-time Disability and Inclusion Leader was appointed to oversee Tier 2 and Tier 3 interventions, while the Assistant Principal took responsibility for Tier 1 implementation. This restructuring enabled the effective adoption of the Multi-Tiered System of Support (MTSS) framework, ensuring targeted support for students at all levels of need.

A dedicated Wellbeing Team was established, comprising champions from across the school. This team met regularly each term to develop resources, refine curriculum, and create whole-school frameworks for consistent implementation. The Wellbeing Team refined the school's Wellbeing Scope and Sequence, integrating key Tier 1 resources such as Resilience, Rights and Respectful Relationships (RRRR), School-Wide Positive Behaviour Support (SWPBS), and Zones of Regulation. These resources were underpinned by trauma-informed practices drawn from the Berry Street Education Model (BSEM).

Ready to Learn Scales and Plans were developed for every student, supported by explicit teaching to build emotional awareness, recognize signs of escalation, and implement de-escalation strategies. Learning walks conducted by the School Improvement Team (SIT) revealed high levels of consistency and rigor in the execution of the Morning Circle routine, which has become a cornerstone of the school's trauma-informed practices.

An SWPBS audit, conducted with Anthony King, identified the school's current strengths and areas for improvement. The audit confirmed that the school is nearing full implementation of the

SWPBS framework with fidelity, further enhancing the consistency and effectiveness of behavior management practices.

A full-time Wellbeing Mentor was recruited, and Education Support (ES) staff received targeted professional development in Little Learners Love Literacy (LLLL) and Autism Spectrum Disorder (ASD) support. This investment in staff expertise has significantly enhanced the school's ability to meet the diverse needs of its students.

The school implemented individualised support measures to address the specific needs of students. These included safety plans, Behavior Support Plans (BSPs), modified timetables, and escalation plans. These tailored interventions have been critical in supporting students with complex needs and ensuring their success within the school environment.

The impact of these initiatives on the school climate has been positive, as indicated by several key metrics. Students' sense of connectedness increased from 66.3% to 73.6%, and the management of bullying incidents improved, with positive endorsement rising from 64.3% to 68.3%.

Engagement

In 2024, Skye Primary School made substantial progress in fostering student engagement, an essential component of its strategic plan.

A peer mediation/restorative practices program was introduced, training 20 Year 6 students as Peacemakers. These students assisted with conflict resolution and mediation during lunchtimes, developing important leadership skills while contributing positively to the school culture.

The Passion Project initiative was expanded to provide enriched learning opportunities for Tier 2 and Tier 3 students, allowing them to explore areas of interest and develop their talents.

The school expanded its Lunchtime Clubs offerings throughout the week, providing a diverse range of engaging, student-friendly activities open to everyone. Whether trying something new, building on existing skills, or connecting with like-minded peers, these clubs provided a fun and inclusive space for students to make the most of their school day.

Community engagement initiatives flourished, with parent volunteer programs and library mornings creating meaningful connections between home and school. Over 40 parent volunteers completed training in Little Learners Love Literacy and assisted in classrooms, directly contributing to students' learning. Open mornings and afternoons provided families with insights into teaching and learning approaches, while a Special Events Team planned and executed various community events.

The school partnered with Ardoch to run the 'Writer in Residence' program, which provided 25 high-ability students from Years 3-6 with the opportunity to engage in creative writing workshops with a published author. The program culminated in the publication of a Skye Primary School anthology of short stories, showcasing students' creativity and literary talents.

The school's focus on engagement was reflected in improved attendance data, with the average for absence days decreasing from 20.8% to 20%, demonstrating the community's growing commitment to regular school participation. The School Staff Survey showed significant improvement in 'Parent and Community Involvement,' increasing from 77% to 92%.

Other highlights from the school year

The 2024 school year at Skye Primary School was marked by several notable highlights that showcased our vibrant school community and commitment to providing enriching educational experiences.

A standout achievement was our whole school concert "Dreamweaver," which featured two sold-out shows at the Frankston Arts Centre. This spectacular production showcased the talents of our students across all year levels and demonstrated the strength of our performing arts program. The concert not only provided students with an opportunity to develop their performance skills but also fostered a sense of pride and accomplishment within our school community.

The Splatacular Colour Run held in Term 4 was another highlight, bringing together students, staff, and families for a day of fun and fundraising. This event exemplified our school's commitment to creating engaging experiences that promote physical activity while strengthening community bonds. The enthusiastic participation and generous support from our school community made this event a tremendous success.

Significant improvements to our school facilities enhanced the learning environment for all students. Garden projects throughout the school grounds created more inviting outdoor spaces, while colorful murals added vibrancy to our buildings. A major achievement was the complete refurbishment of the old administration building, which now provides modern, purpose-built spaces for Visual Arts, Japanese language classes, and Team Kids after-school care. These improvements reflect our ongoing commitment to creating inspiring learning environments that support diverse educational programs.

Our partnership with Ardoch continued to enrich our students' educational experiences through the 'Writer in Residence' program. This initiative provided 25 high-ability students from Years 3-6 with the opportunity to engage in creative writing workshops led by a published author. The program culminated in the publication of a Skye Primary School anthology of short stories, showcasing our students' creativity and literary talents. This partnership exemplifies our commitment to providing extension opportunities that challenge and inspire our most capable students.

The introduction of the Peacemakers Program was another significant achievement, with 20 Year 6 students trained in peer mediation and restorative practices. These student leaders were scheduled during lunchtimes to assist with conflict resolution, developing important leadership skills while contributing positively to our school culture. This initiative aligns with our focus on student agency and our commitment to creating a safe and supportive school environment.

Our expanded Lunchtime Clubs program offered a diverse range of activities throughout the week, catering to various interests and abilities. These clubs provided students with opportunities to explore new interests, develop skills, and connect with peers who share similar passions. The inclusive nature of these clubs ensured that all students could find activities that engaged and inspired them.

Community engagement initiatives flourished throughout the year, with parent volunteer programs and library mornings creating meaningful connections between home and school. Over 40 parent volunteers completed training in Little Learners Love Literacy and assisted in classrooms, directly contributing to our students' learning. Open mornings and afternoons provided families with insights into our teaching and learning approaches, while our Special Events Team successfully planned and executed various community events throughout the year.

Financial performance

Skye Primary School maintained a sound financial position throughout 2024. The Financial Performance and Position Report shows a net operating surplus of \$97,417. This surplus is partly due to fundraising supported by the PTF and Carrum Gardens Social Club donations.

There is an operating reserve of \$169,434 and committed funds for \$756,477. \$203,000 in future school works was carried over to 2025 which will be spent on buildings and grounds upgrades including the renovation of the Foundation building, painting of the main building and future works to provide two additional classrooms in the BER.

Extraordinary revenue includes donations of \$120,000 for 2024. The 2022-2026 School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide a framework for school council allocation of funds to support our programs and priorities. Additional Government funding we received beyond the SRP was Tier 2 Funding and Mental Health Funding, which was used to support staffing resources and programs to support student wellbeing. Equity funding is used to provide staffing resources to support intervention programs, particularly in Reading.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at www.skyeps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 493 students were enrolled at this school in 2024, 244 female and 249 male.

2 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

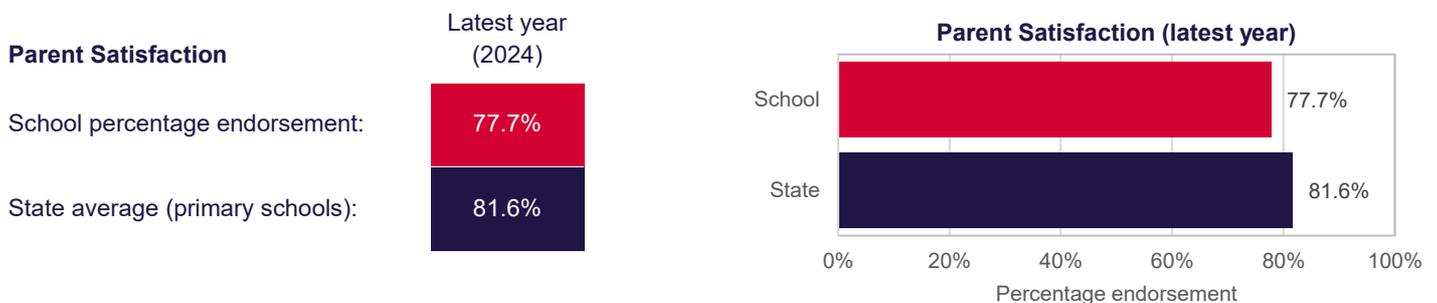
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

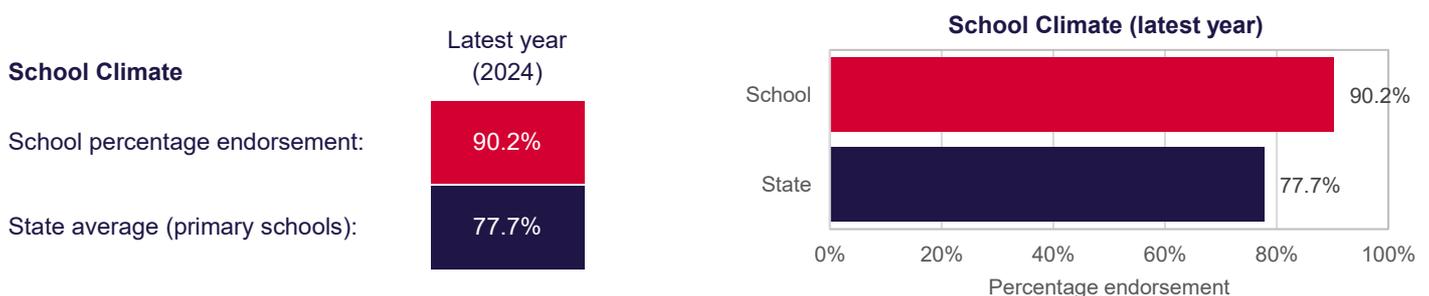


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

School percentage of students at or above age expected standards:

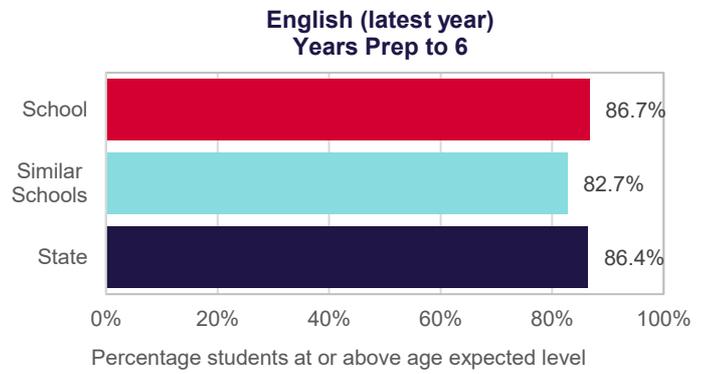
Latest year
(2024)
86.7%

Similar Schools average:

82.7%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

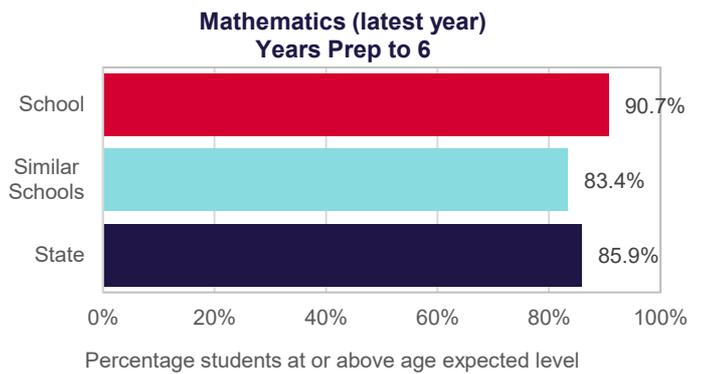
Latest year
(2024)
90.7%

Similar Schools average:

83.4%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

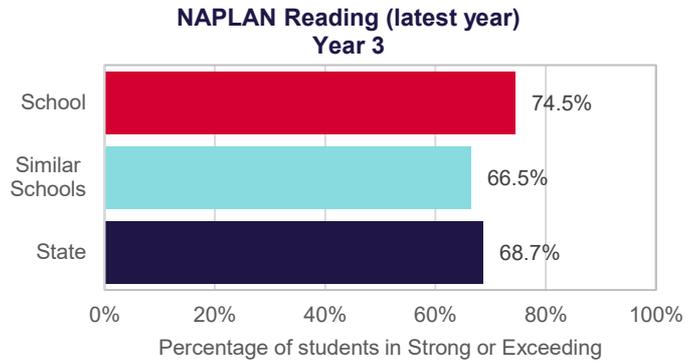
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

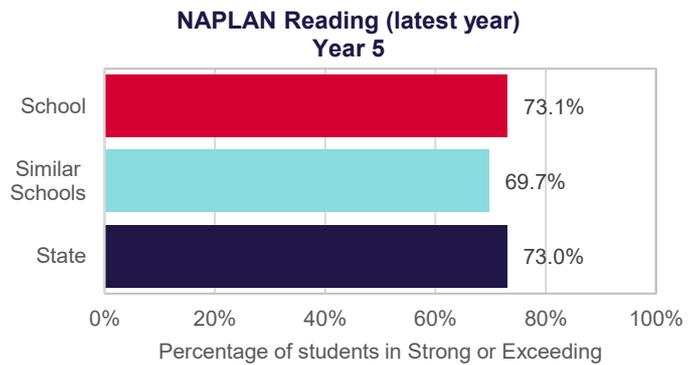
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.5%	71.2%
Similar Schools average:	66.5%	66.2%
State average:	68.7%	69.2%



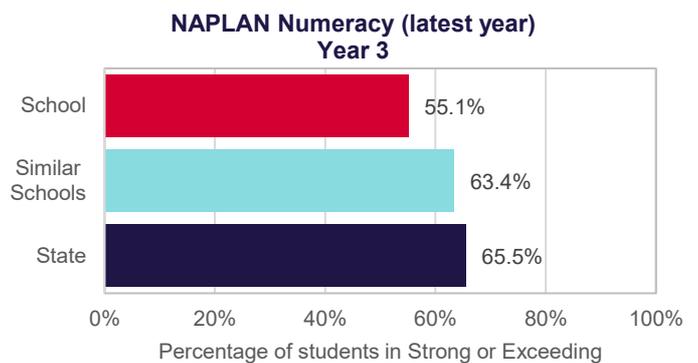
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.1%	77.3%
Similar Schools average:	69.7%	72.1%
State average:	73.0%	75.0%



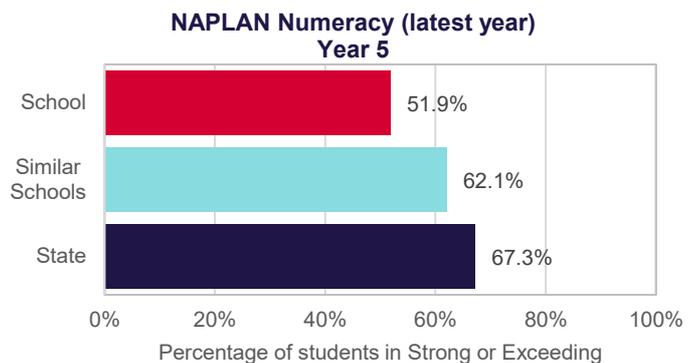
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.1%	54.9%
Similar Schools average:	63.4%	63.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	51.9%	52.7%
Similar Schools average:	62.1%	60.9%
State average:	67.3%	67.6%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

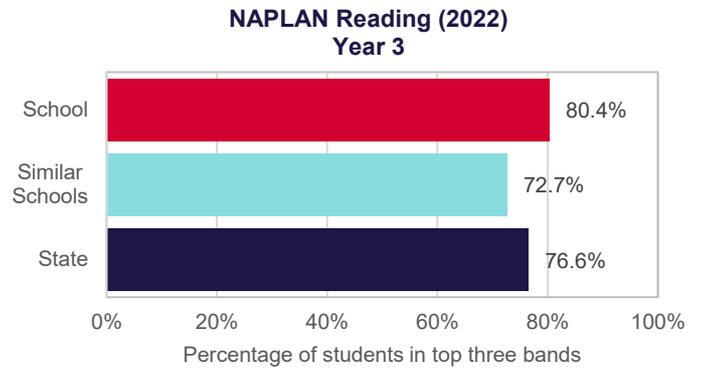
80.4%

Similar Schools average:

72.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

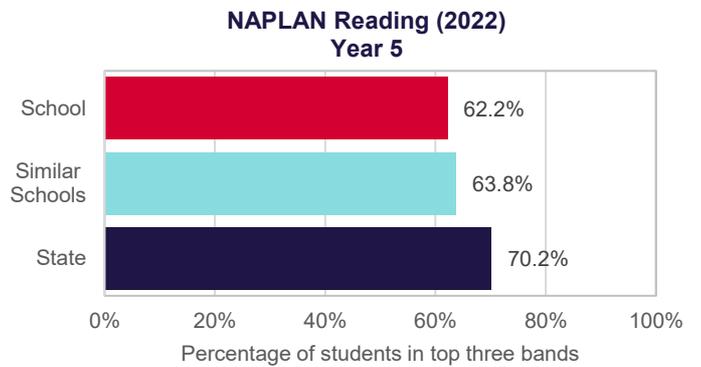
62.2%

Similar Schools average:

63.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

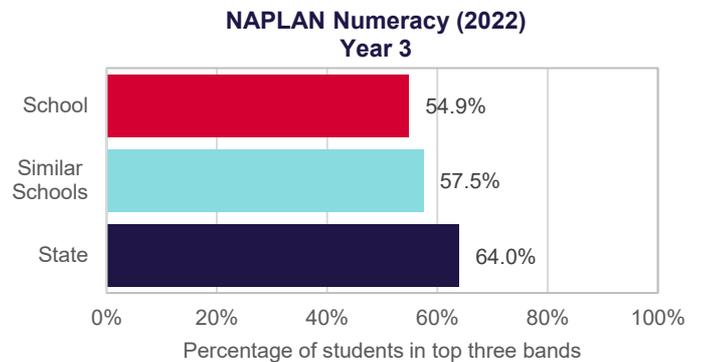
54.9%

Similar Schools average:

57.5%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

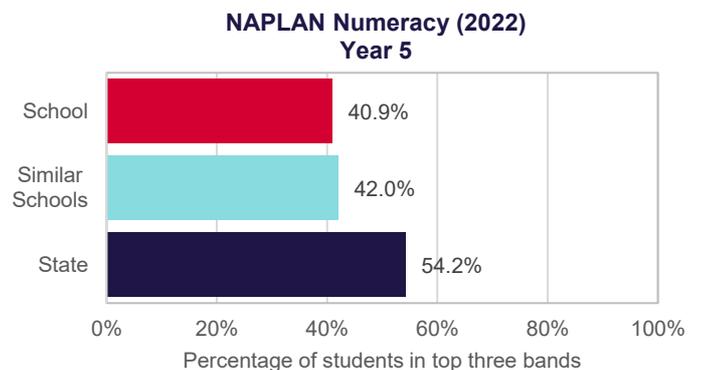
40.9%

Similar Schools average:

42.0%

State average:

54.2%



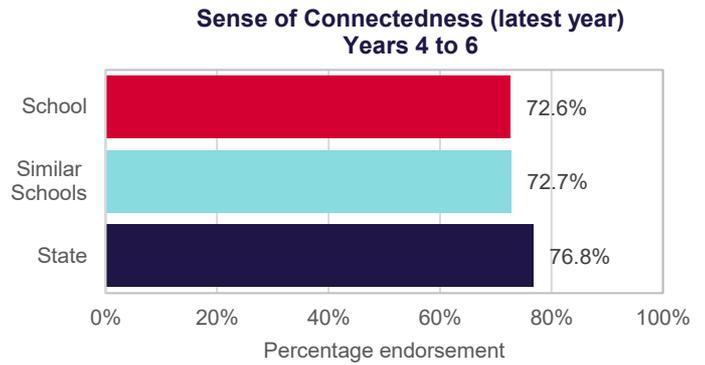
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

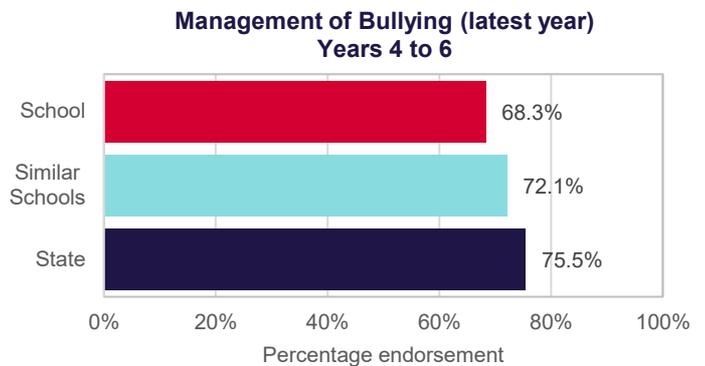
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	72.6%	68.1%
Similar Schools average:	72.7%	75.0%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	68.3%	63.1%
Similar Schools average:	72.1%	74.0%
State average:	75.5%	76.3%



ENGAGEMENT

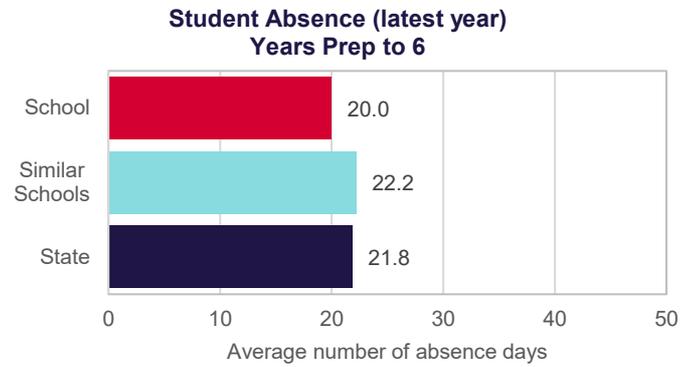
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	20.0	19.2
Similar Schools average:	22.2	20.8
State average:	21.8	20.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	91%	91%	89%	89%	87%	87%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,280,546
Government Provided DET Grants	\$587,249
Government Grants Commonwealth	\$9,362
Government Grants State	\$0
Revenue Other	\$125,803
Locally Raised Funds	\$514,315
Capital Grants	\$0
Total Operating Revenue	\$6,517,274

Equity ¹	Actual
Equity (Social Disadvantage)	\$166,763
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$166,763

Expenditure	Actual
Student Resource Package ²	\$5,100,960
Adjustments	\$0
Books & Publications	\$1,052
Camps/Excursions/Activities	\$137,766
Communication Costs	\$5,497
Consumables	\$160,683
Miscellaneous Expense ³	\$50,713
Professional Development	\$36,043
Equipment/Maintenance/Hire	\$112,581
Property Services	\$335,829
Salaries & Allowances ⁴	\$216,057
Support Services	\$163,560
Trading & Fundraising	\$41,451
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,664
Total Operating Expenditure	\$6,419,857
Net Operating Surplus/-Deficit	\$97,417
Asset Acquisitions	\$235,989

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$944,693
Official Account	\$36,731
Other Accounts	\$52,970
Total Funds Available	\$1,034,394

Financial Commitments	Actual
Operating Reserve	\$169,434
Other Recurrent Expenditure	\$13,351
Provision Accounts	\$0
Funds Received in Advance	\$6,231
School Based Programs	\$362,715
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,300
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$203,446
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$756,477

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

